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ABSTRACT

The profile data in this report were obtained from the administration of the biographical inventory of the Career Guidance Program to students entering New York City Community College during fall semester 1974. Usable inventories were completed and returned by 3,564 students. The two basic purposes of the study were: (1) to describe and analyze the characteristics of students entering a multicampus urban community college, and (2) to examine this population in context with the other student populations in a national cross-section of two- and four-year institutions. Data for various subgroups (transfer/precareer/continuing, day/evening, full-time/part-time, male/female) and for differing age groups within each subgroup are presented in tabular form. A total of 42 student characteristic variables are described, and grouped into four major categories: (1) basic classification variables--age, sex, enrollment status, race, marital status; (2) demographic variables--residence, commuting distance, plans for employment, annual family income, parents' occupations; (3) intellective variables--GPA, other institutions attended; and (4) perceptual-attitudinal variables--reasons for college selection, need for counseling, future plans. (DC)

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PROFILE CHARACTERISTICS OF ENTERING STUDENTS: 1974-1975

by

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New York City Community College

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ABSTRACT

An important segment of research in higher education involves the description and analysis of characteristics of students enrolled in community colleges. The profile data in this report are the result of the biographical inventory of the Career Guidance Program which was administered to students entering the college during Fall semester 1974. Of the total college population, 3564 entering students completed and returned usable inventories. The study was guided by two basic purposes: 1) to describe and analyze characteristics of a multi-campus urban community college and 2) to examine the entering student population in context with other student populations in a national cross section of two-year and four-year institutions.

Although administrative efforts to develop a single comprehensive data bank on student characteristics are usually expensive and fraught with problems, this study represents a systematic approach to profile analysis of the qualitative dimension of student enrollment in New York City Community College. The qualitative dimension relates profile characteristics of entering students to their distinctive college subgroups. A series of research reports will be devoted to this topic and will include studies on student perceptions of campus life, "attrition" from college, and student-environment relationships in various curriculum fields in the college.

The study begins with the presentation of a model for classification and analysis of student characteristics information in

higher education. Longitudinal and cross-sectional studies of student characteristics require four main classes of data: 1) basic classification data (e.g., sex, age, race, enrollment status, etc.); 2) demographic data (e.g., parental occupation, family income, level of education); 3) intellective data (e.g., grade point average, aptitude test scores, incidence of poor grades, etc.); and 4) perceptual-attitudinal data (e.g., major reasons for attending college, need for college services, degree objectives, career plans, etc.). A total of 42 student characteristic variables are described in this report. These variables are grouped according to the following classification matrix:

Basic Classification Variables. General descriptive variables having primary reference to routine classification of the entering student population (e.g., classification by age, sex, enrollment status, class level, etc.).

- Day/Evening Enrollment Distribution
- Origin of Enrollment
- Sex
- Patterns of Entrance
- Race and Ethnic Origin
- Marital Status
- Type of High School
- Size of Graduating Class
- Inception of Study
- Curriculum

Demographic Variables. Socioeconomic variables representative of the social stratification status of the entering student population (e.g., income of parents, occupation of father, level of education of parents, place of home residence, etc.).

- Residence
- Commuting Distance
- Mode of Transportation
- Plans for Employment
- Employment Status
- Annual Family Income

Siblings Dependent on Parents for Support
Supplementary Family Income
Student Financial Status
Father's Occupation
Mother's Occupation
Father's Education
Mother's Education

Intellective Variables. Achievement variables representative of the high school performance of the entering student population.

High School Grade Point Average
Final Course Grade in English
Final Course Grade in Math
High School Scholastic Honors
Termination of Study in Other Institutions

Perceptual-Attitudinal Variables. Attitudinal variables descriptive of the social psychological sector of student relationships with the college environment (e.g., reasons for college selection, career objectives, degree objectives, future enrollment plans, etc.).

Reasons for College Selection
Degree Objectives
Stability of Curriculum Choices
Plans After College
Transfer Curriculum
Importance of Grades
Need for Assistance in Reading
Need for Assistance in Developing Study Techniques
Need for Assistance in Finding Employment
Need for Assistance in Locating Housing
Need for Financial Aid
Need for Counseling about Educational and Vocational Plans
Need for Counseling about Personal Problems
Future Enrollment Plans

Socioeconomic background and career interests clearly differentiate high school graduates who enter New York City Community College, those who enter four-year colleges and universities, and those who do not attend college. Students entering the College were likely to have come from families in which one or both parents had not completed a high school education and combined family income was at poverty level or below. Not only were many parents

poorly educated and financially disadvantaged, but they were also heavily represented in the semi-skilled and unskilled labor classes.

Because the child-parent relationship seems so obviously related to college attendance and persistence, it is of interest to note that many students came to college with pre-established curriculum choices, employment plans, and transfer goals. Almost half selected the College for its strength in specific curriculum fields and its academic reputation. As a group, the entering students demonstrated strong interest in occupational curricula; in pursuing their education on a continuous basis; and in availing themselves of the academic and student services offered by the College. The only area in which they indicated lack of interest was the personal counseling program of various divisions within the College.

The characteristics of students described in this study are necessarily influenced by the philosophy, objectives and image of New York City Community College. Many things have happened, however, to alter the nature and aims of the College since its founding in 1946. The regional population has grown rapidly, the demand for college opportunity has increased in the face of new social needs, and the economy has mandated significant reforms in the educational process. While the conventional liberal arts program continues to be a vital part of the College, new emphasis has been placed on occupational programs that prepare students to fill positions in business, industry, government, social service, and other areas essential to the technological development of the nation. The importance of

education for the remediation of learning deficiencies has also played an increasingly larger role in the affairs of the College.

It is of primary importance to understand characteristics of students enrolling in New York City Community College but it should be remembered that this population is rapidly changing. Research on the characteristics of college students should, therefore, be a continuing effort.

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Introduction

Beginning with the Fall semester 1974, the Office of Educational Research and Development has tabulated summary data pertaining to the characteristics of full-time and part-time students entering New York City Community College. From a fairly modest beginning, these data have grown in volume and scope as more information on students becomes available and as attempts are made to present data for different subgroups within the student population.

The present report is designed in the form of a profile summary with major consideration given to personal, demographic, intellective, and motivational characteristics of college students. The objective is to interpret student enrollment in terms of quantitative and qualitative characteristics of students enrolling in college for the first time during Fall semester 1974. The quantitative dimension of student enrollment is defined as the numeric summarization of first-year headcount and FTE enrollment in the College. The qualitative dimension is defined in terms of basic profile variables which represent personal, demographic, intellective, and motivational attributes of the entering student population--literally what might be called the "institutional personality" of the entering student population.

Although research attempts to form a single comprehensive data bank on profile characteristics are usually expensive and fraught with problems, this report represents a summary of 42 selected variables which bear on the relationship between the stu-

dent and his college environment. The report is statistical in form and presents data for various subgroups in the entering student population.

Method

Population and Subgroups-- The aggregate of students enrolling in New York City Community College during Fall semester 1974, is the main population of interest in this report. By definition, this population includes full-time and part-time students; day and evening students; and first year matriculated students. Thus, the entering student population comprises all students enrolling for the first time during Fall semester 1974. However, as previous research has indicated, the entering students are far from being homogeneous with regard to profile characteristics (Sanford, 1962; Cross, 1968; American College Testing Program, 1969; Newcomb and Feldman, 1969; Carnegie Commission on Higher Education, 1970). There are, in fact, at least seven distinct student sub-populations in a community college: full-time students, part-time students, day students, evening students, transfer students, pre-career students, and continuing education students. In addition, there are age and sex differentials within each sub-population. A student profile based on a single set of characteristics would not provide a comprehensive description of the entering student population--a feature deemed desirable for the diverse college audience to whom the profiles are addressed. Therefore, the entering student population in this report has been divided into multiple subgroups formed by variables presented in the biographical inventory of the Career Guidance Program.

Of the total college population of 18,017 regular full-time and part-time students, 3416 (18 percent) are classified as entering freshmen. Table I presents the enrollment distribution for the aggregate student body in New York City Community College during Fall semester 1974, cross-classified according to sex and enrollment status. The reader may wish to examine this table to determine how the student population is distributed throughout the College.

The data indicate that a direct contrast prevails with regard to enrollment trends in New York City Community College as compared to a national cross-section of community colleges. During the Fall semester, student enrollment was approximately 53 percent male and 47 percent female. Previous research has indicated a "traditional" distribution of enrollment in a comprehensive community college would approximate a ratio of two males to every one female (Medsker, 1960; Cross, 1968; Thurston and O'Banion, 1972; Cross, 1972).

Current institutional data reveal that 58 percent of all full-time students were male, whereas 42 percent were female. A reasonably small percentage of students enrolled in the College on a regular full-time day basis were female (44 percent), whereas a greater percentage were male (56 percent). This trend was reversed among part-time day students, as many more women (66 percent) than men (34 percent) were enrolled in this category. The regular evening division was the province of the male student as 57 percent of the matriculants were men and 43 percent were women.

Table I. Day/Evening Enrollment Distribution of the Total Regular Student Population Enrolled in New York City Community College: Fall Semester 1974

Enrollment Status	Full-Time				Part-Time				Total			
	Male		Female		Male		Female		Male		Female	
	N	%	N	%	N	%	N	%	N	%	N	%
Regular Day Session												
Transfer	551	38%	916	62%	125	30%	298	70%	676	36%	1214	64%
Occupational	3707	61%	2365	39%	568	35%	1037	65%	4275	56%	3402	44%
Sub-Total	4258	56%	3281	44%	693	34%	1335	56%	4951	52%	4616	48%
Regular Evening Session												
Transfer	77	51%	75	49%	224	32%	407	68%	301	38%	482	62%
Occupational	273	73%	103	27%	1215	62%	760	38%	1488	63%	863	37%
Sub-Total	350	66%	178	34%	1439	55%	1167	45%	1789	57%	1345	43%
Non-Matriculant Evening Session	482	62%	300	38%	2306	51%	2228	49%	2788	52%	2528	48%
Total	5090	58%	3759	42%	4438	48%	4730	52%	9528	53%	8489	47%

(*) percentages are approximate due to rounding within categories. The rounding effect extends from Table I through Table XXXXII.

These data might be interpreted to mean that college study for many women is still a secondary life pursuit. Life activities such as full-time employment and family relationships, continue to absorb a significant amount of time for women. If such an analysis were to be validated in other institutions, it would seem reasonable to conclude that extended participation in the college environment (full-time study) is a correlate of sex role status in American society.

Description of Variables

A total of 41 student characteristic variables are described in this report. These variables are grouped into four classes and are described as follows:

Basic Classification Variables: General descriptive variables having primary reference to "routine" classification of the entering student population (i.e., age, sex, enrollment status, race, curriculum, marital status, etc.).

Demographic Variables: Socioeconomic variables representative of selected features of the social stratification status of the entering student population (i.e., family income, parent's occupation, parent's education, place of residence, siblings in family, etc.).

Intellective Variables: Achievement variables representative of the high school performance of students enrolled in New York City Community College (high school average, scholastic honors, incidence of poor grades, etc.).

Perceptual-Attitudinal Variables: Attitudinal variables descriptive of the social psychological sector of student relationships with the college environment (reasons for college selection, degree objectives, plans after college, future enrollment plans, etc.).

Profile Data Analyses

The 1974 Entering Student Characteristics Report examines each of the 41 variables one at a time for a given population or sub-population. Frequency and percentage distributions are tabulated and the results presented in the tables included in the report. The general format consists of a brief discussion of observed trends in the entering student population and comparison of these trends with data derived from related empirical research.

Basic Classification Variables. The primary utility of basic classification variables (i.e., age, race, sex, enrollment status, marital status, etc.) rests in their informational value to agencies of regional, state, and federal government. Every institution must describe its student population in some basic way and New York City Community College is not an exception. Ten such variables are considered in this report in terms of the reporting matrix outlined by the Higher Education General Information System (HEGIS).

Table II reports the origin of enrollment of students entering New York City Community College during Fall semester 1974, according to various programs of admission (i.e., U.A.P.C., Processed by College, College Discovery, Educational Assistance Program, and Community Service Program). Approximately 2,980 students, or 87 percent of all first-time students were processed through the University Application Process Center whereas 436, or 13 percent were processed through other programs. These data reaffirm the conclusion that student enrollment in community colleges of the

Table II. Origin of Enrollment of First-Time Students in New York City Community College: Fall Semester 1974

First-Time Freshmen Matriculated and Registered	Day				Evening				Total			
	Male		Female		Male		Female		Male		Female	
	N	%	N	%	N	%	N	%	N	%	N	%
University Application Process Center	1548	54%	1330	46%	52	51%	50	49%	1600	54%	1380	46%
Processed by College	63	41%	90	59%	-	-	-	-	63	41%	90	59%
College Discovery	117	47%	132	53%	-	-	-	-	117	47%	132	53%
Educational Assistant Program	1	7%	14	93%	-	-	-	-	1	7%	14	93%
Community Service Application Program	13	68%	6	32%	-	-	-	-	13	68%	6	32%
Total	1742	53%	1572	47%	52	51%	50	49%	1794	53%	1622	47%

City University of New York is a function of program control and not individual college selection. The enrollment mix is determined by forced student admission into particular colleges based on their geographical location, curriculum specialization and available space.

A second characteristic in the basic classification category is sex. Table III reveals that approximately one-half (49 percent) of the 3,564 students who responded to the Biographical Inventory were male, whereas 50 percent were female.* Recent research has indicated that increasing numbers of women are continuing their education beyond high school (Cross, 1971; Thurston and O'Banion, 1972; Gould and Cross, 1972). Comparative data, however, reveal a continuing inequity in the distribution of women in American colleges and universities. The one-to-one ratio of first-time students in New York City Community College is typical of an urban two-year college but is quite uncharacteristic of the national profile for institutions of higher education.

Increasing concern has been expressed by faculty and administrators over patterns of student entrance into postsecondary institutions. The data in Table IV indicate that almost two-thirds (63 percent) of the entering student population in New York City Community College initiated study directly after high school. It is interesting to note that 13 percent delayed their enrollment in

*The total student population reported in Table III is at variance with the total enrollment reported in Tables I and II. This is due to additional students responding to the Career Guidance Program not reported in the official college enrollment summary. The variance extends from Table III through Table XXXXIII.

Table III. Sex of Entering Students: Fall Semester 1974

Sex	Number	Percent*	(*)
Male	1739	49%	(-)
Female	1781	50%	(-)
Non-Response	44	1%	(-)
Total	3564	-	(-)

(*) denotes correction factor for students not indicating a sex designation on the Career Guidance Program

Table IV. Pattern of Entrance of Entering Students: Fall semester 1974

Pattern of Entrance	SEX						
	Male		Female		Total		
	N	%	N	%	N	%	(*)
Direct from High School	1223	70%	1001	56%	2248	63%	(-24)
Transfer from Other College	7	-	22	1%	30	1%	(- 1)
From Military Service	46	3%	1	-	47	1%	(-)
From Full-Time Work (one or two years)	85	5%	110	6%	197	6%	(- 2)
From Full-Time Work (three or more years)	83	5%	172	10%	256	7%	(- 1)
Other	78	4%	212	12%	294	8%	(- 4)
Non-Response	217	12%	263	15%	492	14%	(-12)
Total	1739	-	1781	-	3564	-	(-44)

(*) denotes correction factor for students not indicating a sex designation on the Career Guidance Program

favor of full-time employment after high school. Two-year college students are more representative of the college-going population in the United States than are students in any other segment of higher education. Approximately half are adults, ranging in age from 22 to 70, with a median age of about 25 years. Their objectives are predominantly professional or vocational, and in many cases they are attending college in order to qualify for a better job. The findings in Table IV would seem to indicate that additional attention should be given to the needs of mature students as the college enrollment mix shifts toward an older population.

The concept of race has been largely ignored in the literature on higher education. A basic classification variable, race has research application in this study because of the changing demography of the New York City metropolitan area. The data in Table V reveal that 31 percent of the entering population was black, 29 percent white, 13 percent Puerto-Rican, 4 percent Spanish surname, 3 percent Oriental, and 20 percent was unclassified. The greatest concentration of race and ethnicity occurred among women students as 38 percent were black, and 20 percent were classified into ethnic categories. Minority representation among males was substantially lower, as 23 percent were black, and 20 percent were classified into the Spanish surname, Puerto-Rican and Oriental categories.

An unusually heavy burden of universal access now falls, and will continue to fall, on community colleges. They have the most varied programs and appeal to the widest variety of students. Their geographical dispersion makes them, in states where they are well-developed, the most readily accessible institutions for many students.

Table V. Race and Ethnic Origin of Entering Students: Fall Semester 1974

Race	Male N	Male %	Female N	Female %	Total N	Total %	(*)
American Indian	4	-	3	-	7	-	-
Black, Afro-American, Negro	403	23%	668	38%	1088	31%	(-17)
Caucasian, White	655	38%	379	21%	1040	29%	(- 6)
Mexican American, Spanish American	88	5%	55	3%	144	4%	(- 1)
Puerto Rican	204	12%	249	14%	456	13%	(- 3)
Oriental	55	3%	46	3%	101	3%	(-)
Non-Response	330	19%	381	21%	728	20%	(-17)
Total	1739	-	1781	-	3564	-	(-44)

(*) denotes correction factor for students not indicating a sex designation on the Career Guidance Program

Little is known, however, of the types of secondary schools students attended or the size of graduating senior classes in regional secondary schools.

Tables VI and VII present data descriptive of the types of high schools students attended prior to their enrollment in New York City Community College. Approximately 65 percent graduated from public secondary schools, 8 percent graduated from denominational schools, and 7 percent completed a GED program. It is commonly believed that students attending urban community colleges originate, for the most part, in overpopulated public secondary schools. The findings in this report do not support this conclusion. A significant percentage (43 percent) of students entering the College during Fall semester 1974 came from secondary schools with a graduating class of 499 or less (Table VII). This finding is probably due in large part to the emigration of urban families to the suburbs. Recent demographic data indicate that urban high schools in New York City are losing both enrollment and tax monies to suburban school districts. The implications of this trend are many and will be the subject of a future research report concerned with enrollment trends in New York City Community College.

The smooth flow of students between high school and college was a predominant trend throughout the 1960's. During the 70's, however, the trend has been toward discontinuous patterns of enrollment with the break between high school and college often measured in years instead of months. Table VIII reports the

Table VI. Type of High School Graduated from by Entering Students: Fall Semester 1974

Type of High School	SEX						
	Male		Female		Total		
	N	%	N	%	N	%	(*)
Public	1169	67%	1129	63%	2324	65%	(-26)
Private, Non-Religious, Non-Military	28	2%	19	1%	47	1%	(-)
Denominational Other than Catholic	5	-	12	1%	17	-	(-)
Catholic	143	8%	147	8%	293	8%	(- 3)
Adult Education or GED Diploma	106	6%	128	7%	235	7%	(- 1)
Did Not Graduate	9	1%	29	2%	38	1%	(-)
Other	24	1%	10	1%	35	1%	(- 1)
Non-Response	255	15%	307	17%	575	16%	(-13)
Total	1739	-	1781	-	3564	-	(-44)

*denotes correction factor for students not indicating a sex designation on the Career Guidance Program

Table VII. Size of High School Graduating Class for Entering Students: Fall Semester 1974

Size of Class	SEX						
	Male		Female		Total		
	N	%	N	%	N	%	(*)
Fewer than 50	102	6%	112	6%	217	6%	(- 3)
50-199	192	11%	187	10%	380	11%	(- 1)
200-499	442	25%	459	26%	915	26%	(-14)
500-999	333	19%	330	19%	670	19%	(- 7)
1,000 or more	205	12%	161	9%	368	10%	(- 2)
Non-Response	465	27%	532	30%	1014	28%	(-17)
Total	1739	-	1781	-	3564	-	(-44)

(*) denotes correction factor for students not indicating a sex designation on the Career Guidance Program

percentage distribution of students holding various plans for inception of study. Most students (73 percent) planned to enroll in college during Fall semester while a small number (2 percent) planned to initiate study at a later date.

The break in enrollment between high school and college can be explained in part by the family background of first-time students. Previous research has shown that many students marry directly after high school and thus postpone their college plans to a later point in life (Trent and Medsker, 1968 and Cross, 1972). The findings in this study pertaining to marital status (Table IX) were consistent with this trend. Altogether, 9 percent of the entering students were married and 76 percent were single, divorced or widowed. Among male students, 5 percent were married and 82 percent were classified into the "unmarried" category. The percentage married among women was higher as 14 percent were married and 71 percent were unmarried. As a group, the entering freshmen were relatively young and open to many new life experiences. Some, however, had accumulated a considerable amount of experience prior to enrollment. For these students, the inception of college study was only one event in a continuous pattern of events within the family and community.

One of the most important decisions made by students during their college career is the selection of a major field. The entering freshman class in New York City Community College exhibited

Table VIII. Inception of Studies at New York City Community College

Plans to Begin Studies	SEX						
	Male		Female		Total		
	N	%	N	%	N	%	(*)
Fall 1972 or Earlier	5	-	4	-	9	-	(-)
Winter 1972-73	7	-	3	-	10	-	(-)
Spring 1973	9	1%	5	-	14	-	(-)
Summer 1973	4	-	8	-	12	-	(-)
Fall 1973	38	2%	22	1%	60	2%	(-)
Winter 1973-74	48	3%	20	1%	69	2%	(-)
Spring 1974	22	1%	19	1%	43	1%	(-)
Summer 1974	48	3%	128	7%	176	5%	(-)
Fall 1974	1296	75%	1259	71%	2584	73%	(-29)
Winter 1974 or Later	39	2%	40	2%	79	2%	(-)
Non-Response	223	13%	273	15%	508	14%	(-15)
Total	1739	-	1781	-	3564	-	(-44)

(*) denotes correction factor for students not indicating a sex designation on the Career Guidance Program

Table IX. Marital Status of Entering Students: Fall Semester 1974

Marital Status	SEX						
	Male		Female		Total		
	N	%	N	%	N	%	(*)
Married	89	5%	241	14%	331	9%	(- 1)
Single, Divorced, Widowed	1421	82%	1257	71%	2707	76%	(-29)
Non-Response	229	13%	283	16%	526	15%	(-14)
Total	1739	-	1781	-	3564	-	(-44)

(*) denotes correction factor for students not indicating a sex designation on the Career Guidance Program

several distinctive characteristics in curriculum choice. Table X reveals that approximately two-thirds (67 percent) selected major fields representative of occupational curricula in the College. Twenty-seven percent selected major fields in the Division of Commerce, 25 percent in the Division of Technology and 15 percent in the Division of Allied Health and Natural Science. Major fields within the Division of Liberal Arts were selected by 26 percent of the entering students.

In comparison with national norms for curriculum distribution in community and junior colleges, the percentage of first-time students selecting occupational curricula in New York City Community College was appreciably higher than other institutions. As would be expected from the stated educational mission of the College, freshmen maintained a strong interest in the "career ladder" approach to higher education. This is an important concept in today's world of education and efforts should be undertaken to reaffirm its meaning among faculty, administrative and student subcultures within the College.

Demographic Variables. A long-established tradition in educational research has been the treatment of demographic variables (i.e., parents' income, parents' occupation, parents' level of education, etc.) as an index of student mobility in higher education and the world of work (Clark, 1962; Darley, 1962; McConnell and Heist, 1962; Trent and Medsker, 1965; Corwin, 1968). Many researchers define demographic variables as rank-order determinants of educational opportunity for students originating from diverse socioeconomic backgrounds. For example, a large body of literature

Table X. Curriculum Preferences of Entering Students: Fall Semester 1974

Division and Curriculum	Number and Percent N	%
DIVISION OF COMMERCE		
Accounting	120	3.4%
Art & Advertising Design	144	4.0%
Data Processing	102	2.9%
Graphic Arts	74	2.0%
Hotel & Restaurant Tech	77	2.1%
Lithographic Offset	27	0.8%
Marketing/Management	68	1.9%
Marketing/Retail	25	0.8%
Secretarial Science/Legal & Exec.	212	5.9%
Secretarial Science/Medical	70	1.9%
Secretarial Science/School	26	0.8%
Subtotal	945	26.5%
DIVISION OF ALLIED HEALTH & SCIENCE		
Chemical Tech	47	1.4%
Dental Hygiene	86	2.4%
Dental Lab	61	1.7%
Medical Lab	119	3.3%
Nursing	117	3.2%
Opthalmic Dispensing	51	1.5%
Radiology	71	1.9%
Subtotal	552	15.4%

Table X. (continued) Curriculum Preferences of Entering Students: Fall Semester 1974

Division and Curriculum	Number and Percent N	%
DIVISION OF TECHNOLOGY		
Architectural Tech	50	1.5%
Automotive Tech	106	2.9%
Civil Tech	20	0.6%
Construction Tech	69	1.9%
Design Drafting Tech	63	1.8%
Electrical Tech	160	4.5%
Electronical Engineering Tech	102	2.8%
Electro-Mechanical Tech	60	1.7%
Environmental Tech	78	2.2%
Fire Science	41	1.2%
Industrial Arts	70	1.9%
Industrial Production	12	0.3%
Machine Tool	39	1.0%
Mechanical Tech	30	0.9%
Subtotal	900	25.2%
DIVISION OF LIBERAL ARTS		
Liberal Arts	635	17.9%
Child Care	118	3.3%
Educational Associate Program	126	3.5%
Community Service Assistant Program	2	-
Liberal Arts (alt. format)	52	1.4%
Subtotal	933	26.1%
OTHER	234	6.8%
Total	3564	-

has been developed on the premise that students from well-to-do families are likely to be highly motivated toward college study, thus increasing the probability of college attendance. A converse relationship should also obtain: students from economically disadvantaged families are likely to show less interest in higher education and thus enroll in fewer numbers. Relationships of this type are of interest in this report because of their utility for assessment of conditions in the family and community which either further or restrict the opportunity for post-secondary education.

The home residence of students is one indicator of socioeconomic position in the community. Table XI reports the residence arrangements of students entering the College during Fall semester 1974. Almost two-thirds (64 percent) lived at home with parents whereas 15 percent maintained a residence of their own. The student population is partitioned into subgroups by sex. For example, 57 percent of the entering female students lived with parents while 72 percent of the men maintained a similar residence; 21 percent of the women lived in their own home or apartment whereas the rate for men was 8 percent; and 4 percent of the women lived with friends or relatives while 3 percent of the men did so.

Findings of this type establish a clear distinction between entering male and female students in New York City Community College. Women exhibit a greater tendency to establish residence arrangements external to the family. The exact reasons are unknown but it is possible that a relationship could exist between marital status and place of residence and that men are distributed differently in this

Table XI Type of Home Residence Maintained by Entering Students: Fall Semester 1974

Type of Residence	SEX						(*)
	Male		Female		Total		
	N	%	N	%	N	%	
On-Campus Housing	14	1%	9	1%	23	1%	(-)
Home with Parents	1254	72%	1015	57%	2297	64%	(-28)
With Relatives or Friends	57	3%	68	4%	125	4%	(-)
Private Home, Off-Campus	17	1%	10	1%	27	1%	(-)
Own Home or Apartment	143	8%	377	21%	524	15%	(- 4)
Other Off-Campus Housing	11	1%	7	-	18	1%	(-)
Non-Response	243	14%	295	17%	550	15%	(-12)
Total	1739	-	1781	-	3564	-	(-44)

(*) denotes correction factor for students not indicating a sex designation on the Career Guidance Program

relationship than women.

An important concern in the life of community college students is the commuting distance between home and campus. This factor is particularly important in an urban community college because of the highly specialized educational programs which attract a diverse student clientele. Table XII reports the commuting distance for entering freshmen during Fall semester 1974. Almost half (41 percent) traveled a distance ten miles or less while 36 percent commuted eleven miles and over. These data suggest a "supply and demand" pattern for enrollment in New York City Community College. Students are willing to travel long distances to campus if the types of programs they need are offered in one central location. This is an important finding, particularly in view of the mounting pressure for decentralization of college programs into the community.

Table XIII presents data pertaining to the mode of transportation students used for travel to campus during Fall semester 1974. As would be expected in an urban region, the majority (80 percent) of students used public transportation. Variation is observed between men and women in the "private auto" category as more men (4 percent) traveled to campus by private car. Only 2 percent of the entering students walked to campus. This finding appears to support the thesis that educational programs in New York City Community College are not limited to the immediate community but extend to citizens throughout the three-state metropolitan area.

An important concern among faculty and administrators during

Table XII. Commuting Distance Between Residence and College for Entering Students: Fall Semester 1974

Commuting Distance	SEX						(*)
	Male		Female		Total		
	N	%	N	%	N	%	
Live on Campus	8	-	7	-	15	-	(-)
Two Miles or Less	106	6%	127	7%	237	7%	(- 4)
Three-Five Miles	258	15%	269	15%	537	15%	(-10)
Six-Ten Miles	355	20%	310	17%	668	19%	(- 3)
Eleven-Twenty Miles	400	23%	244	14%	650	18%	(- 6)
Twenty-One Miles or More	278	16%	342	19%	627	18%	(- 7)
Non-Response	334	19%	482	27%	830	23%	(-14)
Total	1739	-	1781	-	3564	-	(-44)

(*) denotes correction factor for students not indicating a sex designation on the Career Guidance Program

Table XIII. Mode of Transportation Used by Entering Students to Commute to College: Fall Semester 1974

Mode of Transportation	SEX						
	Male		Female		Total		
	N	%	N	%	N	%	(*)
Own Car	78	4%	20	1%	101	3%	(- 3)
Family Car	14	1%	4	-	18	-	(-)
Car Pool	6	-	2	-	8	-	(-)
Public Transportation	1371	79%	1445	81%	2845	80%	(-29)
Motorcycle, Scooter, or Bicycle	4	-	2	-	6	-	(-)
Walk	31	2%	28	2%	59	2%	(-)
Non-Response	235	14%	280	16%	527	15%	(-12)
Total	1739	-	1781	-	3564	-	(-44)

(*) denotes correction factor for students not indicating a sex designation on the Career Guidance Program

the past decade has been the increasing number of students enrolling for part-time study. A factor which may at least partially account for this trend is the patterns of employment undertaken by students during college. The data in Table XIV indicate that 73 percent of the entering students planned to seek employment while in college. The number of hours worked varied among subgroups (Table XV). Thirty-two percent of the men planned to work 21 hours per week or more, whereas the percentage for women was 22 percent. As might be expected, more women (43 percent) than men, (36 percent) planned to work less than 20 hours a week. Only 13 percent of the total population indicated no plans for work.

The implications of these data are many. It is reasonable to expect that many students will decrease their involvement in college programs as they increase their involvement in off-campus work. Thus, as credit hours of enrollment decrease the ratio between headcount and FTE enrollment will change to reflect a reduced student commitment to full-time study. The implications of this phenomenon vis-a-vis enrollment trends in New York City Community College will be examined in a future report concerned with the impact of college on students.

Table XVI reports the percentage distribution of family income for entering students during Fall semester. Observing the data, almost half (45 percent) were classified into five income categories: "less than $3,000" (10 percent), "$3,000-5,999" (15 percent), "$6,000-7,499" (8 percent), "$7,500-8,999" (6 percent) and "$9,000-10,499" (6 percent). Differences between male and female students were apparent in selected

Table XIV. Employment Plans of Entering Students: Fall Semester 1974

Employment Plans	SEX						(*)
	Male		Female		Total		
	N	%	N	%	N	%	
Yes, Work to Finance Education	949	55%	951	53%	1928	54%	(-28)
No, Work for Other Reasons	373	21%	311	17%	686	19%	(- 2)
Do Not Plan to Work	145	8%	185	10%	332	9%	(- 2)
Non-Response	272	16%	334	19%	618	17%	(-12)
Total	1739	-	1781	-	3564	-	(-44)

(*) denotes correction factor for students not indicating a sex designation on the Career Guidance Program

Table XV. Employment Status of Entering Students: Fall Semester 1974

Hours of Work	SEX						
	Male		Female		Total		
	N	%	N	%	N	%	(*)
None	203	12%	244	14%	452	13%	(- 5)
Less Than 6 Hours	91	5%	172	10%	268	8%	(- 5)
6-11 Hours	113	6%	174	10%	291	8%	(- 4)
11-15 Hours	137	8%	173	10%	310	9%	(-)
16-20 Hours	300	17%	224	13%	528	15%	(- 4)
21-25 Hours	239	14%	137	8%	380	11%	(- 4)
26-30 Hours	171	10%	144	8%	322	9%	(- 7)
More than 30 Hours	139	8%	100	6%	240	7%	(- 1)
Non-Response	346	20%	413	23%	773	22%	(-14)
Total	1739	-	1781	-	3564	-	(-44)

(*) denotes correction factor for students not indicating a sex designation on the Career Guidance Program

Table XVI. Annual Family Income of Entering Students: Fall Semester 1974

Family Income	SEX						(*)
	Male		Female		Total		
	N	%	N	%	N	%	
Less than $3,000	139	8%	215	12%	359	10%	(- 5)
$3,000 to $5,999	234	13%	284	16%	528	15%	(-10)
$6,000 to $7,499	147	8%	150	8%	300	8%	(- 3)
$7,500 to $8,999	119	7%	105	6%	227	6%	(- 3)
$9,000 to $10,499	137	8%	78	4%	219	6%	(- 4)
$10,500 to $11,999	109	6%	57	3%	167	5%	(- 1)
$12,000 to $13,499	101	6%	43	2%	145	4%	(- 1)
$13,500 to $14,999	59	3%	29	2%	88	2%	(-)
$15,000 to $17,499	62	4%	33	2%	95	3%	(-)
$17,500 to $19,999	33	2%	28	2%	61	2%	(-)
$20,000 or more	32	2%	20	1%	53	1%	(-)
Non-Response	567	33%	739	41%	1322	37%	(-17)
Total	1739	-	1781	-	3564	-	(-44)

(*) denotes correction factor for students not indicating a sex designation on the Career Guidance Program

income categories. On the one hand, more men (20 percent) than women (9 percent) came from families with incomes in the range of $9,000 to $13,4999. On the other hand, more women were represented in the "0-$2,999", "$3,000-5,999" and "non-response" categories. The high rate of preference for the "non-response" category may mean that women do not maintain the same level of interest in financial matters as men or that they feel a greater urge toward privacy in these matters.

Many students enrolling in the two-year college are independent of parents and have developed alternative strategies to finance their education. It is also true that many reside with their parents but pay for their own education because of the financial drain produced by multiple dependents and limited family resources. The data in Table XVII disclose that 40 percent of the entering freshmen came from families with two or more dependent children. Supplemental income was an important part of the budget as 20 percent came from families that depended on public assistance to meet basic living expenses (Table XVIII). Finally, it is to be expected that many students will be interested in part-time work and college-sponsored financial aid. Approximately half (47 percent) were independent of parents (Table XIX), and required assistance from the College in obtaining part-time work or financial aid to meet basic living expenses.

A major index of the socioeconomic background of entering students is the occupational status of their parents. Tables XX and XXI report the percentage distribution of parental occupations

Table XVII. 'Number of Siblings Financially Dependent on Parents for Support

Number of Siblings	SEX						(*)
	Male		Female		Total		
	N	%	N	%	N	%	
None	357	21%	442	25%	807	23%	(-10)
One	360	21%	284	16%	647	18%	(- 5)
Two	273	16%	214	12%	495	14%	(-10)
Three	201	12%	187	10%	392	11%	(- 5)
Four	108	6%	107	6%	217	6%	(- 3)
Five or More	138	8%	172	10%	315	9%	(- 6)
Non-Response	302	17%	375	21%	691	19%	(- 5)
Total	1739	-	1781	-	3564	-	(-44)

(*) denotes correction factor for students not indicating a sex designation on the Career Guidance Program

Table XVIII. Supplementary Family (Public Assistance) of Entering Students: Fall Semester 1974

Family Income	SEX						
	Male		Female		Total		(*)
	N	%	N	%	N	%	
Yes	310	18%	395	22%	714	20%	(- 9)
No	1089	63%	970	54%	2080	58%	(-21)
Non-Response	340	20%	416	23%	770	22%	(-14)
Total	1739	-	1781	-	3564	-	(-44)

(*) denotes correction factor for students not indicating a sex designation on the Career Guidance Program

Table XIX. Student Dependence on Parents for Financial Support

Dependence on Parents	SEX						
	Male		Female		Total		
	N	%	N	%	N	%	(*)
Yes	582	33%	547	31%	1142	32%	(-13)
No	825	47%	821	46%	1663	47%	(-17)
Non-Response	332	19%	413	23%	759	21%	(-14)
Total	1739	-	1781	-	3564	-	(-44)

(*) denotes correction factor for students not indicating a sex designation on the Career Guidance Program

for first-time freshmen according to ten categories of employment. The data reveal that 25 percent came from families in which the father was employed in an unskilled or semi-skilled occupation while 18 percent came from families in which the mother was similarly employed. An analogous pattern is observed in the "service", "skilled worker", and "sales" categories as 26 percent came from families with fathers employed in these occupations and 14 percent from families with mothers similarly employed. A small percentage of students (3 percent and 2 percent respectively) came from families in which fathers and mothers were engaged in professional occupations.

Generally, the trend for sex was consistent across occupational fields. Parents of male and female students exhibited no characteristic differences with regard to employment in specific fields. The overall trend was one of heavy representation in the unskilled, semi-skilled and skilled categories and marginal representation in the professional categories. A surprisingly large percentage of students came from families in which mothers were employed. This finding would appear to be a function of the need for combined work of both parents to support a family in the New York City metropolitan area.

A final index of socioeconomic status is the <u>educational level of parents</u>. The percentages given in Tables XXII and XXIII indicate that educational achievement for fathers and mothers of entering students was almost identical. One out of three had terminated their education at high school or below, one out of five had obtained a high school diploma, and one out of ten had attended college.

Table XX. Father's Occupation for Entering Students: Fall Semester 1974

Father's Occupation	SEX						(*)
	Male		Female		Total		
	N	%	N	%	N	%	
Unskilled Worker	217	12%	189	11%	406	11%	(-)
Semi-Skilled Worker	262	15%	243	14%	513	14%	(- 8)
Service Worker	179	10%	135	8%	317	9%	(- 3)
Skilled Worker or Craftsman	240	14%	230	13%	476	13%	(- 6)
Salesman, Bookkeeper, Sales-Clerk	80	5%	77	4%	160	4%	(- 3)
Owner, Manager Small Business	138	8%	93	5%	231	6%	(-)
Profession requiring B.A., B.S.	35	2%	18	1%	53	1%	(-)
Owner, Exec. Large Business	11	1%	7	-	18	1%	(-)
Profession requiring advanced Degree	10	1%	11	1%	21	1%	(- 1)
Homemaker	3	-	9	1%	12	-	(- 1)
Non-Response	564	32%	769	43%	1357	38%	(-22)
Total	1739	-	1781	-	3564	-	(-44)

(*) denotes correction factor for students not indicating a sex designation on the Career Guidance Program

Table XXI. Mother's Occupation for Entering Students: Fall Semester 1974

Mother's Occupation	SEX						(*)
	Male		Female		Total		
	N	%	N	%	N	%	
Unskilled Worker	136	8%	123	7%	263	7%	(- 4)
Semi-Skilled Worker	187	11%	205	12%	396	11%	(- 4)
Service Worker	67	4%	66	4%	135	4%	(- 2)
Skilled Worker or Craftsman	23	1%	19	1%	42	1%	(-)
Salesman, Bookkeeper, Salesclerk	170	10%	138	8%	309	9%	(- 1)
Owner, Mgr. small business	21	1%	14	1%	37	1%	(- 2)
Profession requiring B.A., B.S.	27	2%	25	1%	53	1%	(- 1)
Owner, Exec. large business	1	-	1	-	2	-	(-)
Profession requiring advanced degree	12	1%	6	-	18	1%	(-)
Homemaker	551	32%	549	31%	1110	31%	(-10)
Non-Response	544	31%	635	36%	1199	34%	(-20)
Total	1739	-	1781	-	3564	-	(-44)

(*) denotes correction factor for students not indicating a sex designation on the Career Guidance Program

Table XXII. Father's Education for Entering Students: Fall Semester 1974

Father's Education	SEX						
	Male		Female		Total		
	N	%	N	%	N	%	(*)
None, or Some Grade School	121	7%	172	10%	296	8%	(- 3)
Grade School	169	10%	201	11%	373	10%	(- 3)
Some High School	287	17%	245	14%	538	15%	(- 6)
High School Diploma	343	20%	274	15%	622	17%	(- 5)
Business or Trade School	76	4%	68	4%	145	4%	(- 1)
Some College	76	4%	55	3%	133	4%	(- 2)
Two-Year Coll. Degree	28	2%	19	1%	47	1%	(-)
Four-Year Coll. Degree	33	2%	22	1%	55	2%	(-)
Attended Graduate School	13	1%	11	1%	24	1%	(-)
Graduate Degree	20	1%	16	1%	36	1%	(-)
Non-Response	573	33%	698	39%	1295	36%	(-24)
Total	1739	-	1781	-	3564	-	(-44)

(*) denotes correction factor for students not indicating a sex designation on the Career Guidance Program

Table XXIII. Mother's Education for Entering Students: Fall Semester 1974

Mother's Education	SEX						(*)
	Male		Female		Total		
	N	%	N	%	N	%	
None, or Some Grade School	155	9%	196	11%	353	10%	(- 2)
Grade School	172	10%	201	11%	381	11%	(- 8)
Some High School	285	16%	292	16%	587	16%	(-10)
High School Diploma	505	29%	403	23%	915	26%	(- 7)
Business or Trade School	28	2%	44	2%	72	2%	(-)
Some College	63	4%	74	4%	137	4%	(-)
Two-Year College Degree	27	2%	30	2%	57	2%	(-)
Four-Year College Degree	38	2%	17	1%	55	2%	(-)
Attended Graduate School	13	1%	11	1%	25	1%	(- 1)
Graduate Degree	9	1%	8	-	17	-	(- 1)
Non-Response	444	26%	505	28%	965	27%	(-15)
Total	1739	-	1781	-	3564	-	(-44)

(*) denotes correction factor for students not indicating a sex designation on the Career Guidance Program

Differences are observed among students subgrouped according to sex as parents of men were more apt to have completed a high school education and parents of women were more likely to terminate their education below high school.

These findings parallel data in national studies on two-year college students. Many come from educationally disadvantaged families (Cross, 1968; Bushnell, 1973; Gleazer, 1973). In part, this can be explained by the rapid increase in enrollment of non-traditional students. It can also be explained by the meritocratic pattern of higher education which restricted opportunities for adult learners in the 50's and 60's. The implication for a multi-unit institution such as New York City Community College is one of a challenge to the structure of traditional learning systems and a need for new resources to develop innovative learning strategies for non-traditional students.

Intellective Variables. The academic achievement of students is one of the best researched areas in higher education. We know a great deal about the performance of various groups of students on "traditional" tests of academic ability such as the Scholastic Aptitude Test and the Career Guidance Program. Furthermore, we can state with considerable confidence that mean scores on ability instruments for students attending two-year colleges are generally lower than those of students attending four-year colleges and that community college students as a group score higher on these tests than students who graduate from high school but do not go on to college. The research supporting these facts is national in scope,

it is unanimous in findings, and it is based on many different measures of academic aptitude.

Five measures of student achievement are of concern in this report: high school grade point average, high school English grades, high school mathematics grades, scholastic honors, and termination of study. Information pertaining to the high school grade point average of entering students is presented in Table XXIV. The data disclose that 15 percent achieved an average in the range of 85-100 (half "A's , and half "B's"), 20 percent in the range of 80-84 (mostly "B's"), 42 percent in the range of 70-79 (mostly "C's"), and 3 percent in the range of 65-69 (half "C's" and half "D's").

Differences are observed between male and female students in the upper and lower grade ranges. Women were better represented in the 85-100 grade range while men achieved a high school record that, for half of the population, corresponded to the lower grade ranges (70-74 and 75-78). On the surface, these data could be interpreted to mean that women perform better (academically) in high school than men. A question remains, however, with regard to the accuracy of grade-point data as an indicator of academic aptitude. This question, and its implications for prediction of performance, is left unanswered in this report.

Two additional indicators of student achievement are high school grades in English and math. Tables XXV and XXVI present data that depict student performance according to five categories of grades. Approximately 61 percent of the entering students reported

Table XXIV. High School Grades for Entering Students; Fall Semester 1974

High School Grades	SEX						(*)
	Male		Female		Total		
	N	%	N	%	N	%	
90-100 (Mostly A's)	16	1%	49	3%	65	2%	(- 1)
85-89 (Half A's and Half B's)	155	9%	296	17%	454	13%	(- 3)
80-84 (Mostly B's)	317	18%	392	22%	716	20%	(- 7)
75-79 (Half B's and Half C's)	571	33%	470	26%	1057	30%	(-16)
70-74 (Mostly C's)	289	17%	128	7%	421	12%	(- 4)
65-69 (Half C's and Half D's)	68	4%	40	2%	109	3%	(- 1)
60-64 (Mostly D's)	5	-	1	-	6	-	(-)
Below 60 (Mostly Below D)	5	-	1	-	6	-	(-)
Non-Response	313	18%	404	23%	730	20%	(-12)
Total	1739	-	1781	-	3564	-	(-44)

(*) denotes correction factor for students not indicating a sex designation on the Career Guidance Program

Table XXV. Grades in Last High School English Course for Entering Students: Fall Semester 1974

Grades	SEX						(*)
	Male		Female		Total		
	N	%	N	%	N	%	
90-100 (A)	101	6%	182	10%	289	8%	(- 6)
80-89 (B)	483	28%	560	31%	1048	29%	(- 5)
70-79 (C)	499	29%	362	20%	871	24%	(-10)
60-69 (D)	128	7%	65	4%	197	6%	(- 4)
Below 60 (F)	20	1%	7	-	27	1%	(-)
Non-Response	508	29%	605	34%	1132	32%	(-19)
Total	1739	-	1781	-	3564	-	(-44)

(*) denotes correction factor for students not indicating a sex designation on the Career Guidance Program

Table XXVI. Grades in Last High School Math Course for Entering Students: Fall Semester 1974

Grades	SEX						(*)
	Male		Female		Total		
	N	%	N	%	N	%	
90-100 (A)	117	7%	183	10%	302	8%	(- 2)
80-89 (B)	335	19%	350	20%	693	19%	(- 8)
70-79 (C)	433	25%	359	20%	796	22%	(- 4)
60-69 (D)	273	16%	200	11%	483	14%	(-10)
Below 60 (F)	43	2%	45	3%	90	3%	(- 2)
Non-Response	538	31%	644	36%	1200	34%	(-18)
Total	1739	-	1781	-	3564	-	(-44)

(*) denotes correction factor for students not indicating a sex designation on the Career Guidance Program

a final grade of "C" or better in their last high school English course. Of this group eight percent achieved a grade of "A", 29 percent a grade of "B", and 24 percent a grade of "C".

The pattern of grades reported for high school mathematics reflects a different standard of performance than that for English. Forty-nine percent of the entering students achieved a grade of "C" or better in the final course of high school math as compared to 61 percent for English. The distribution of percentages was as follows: 8 percent achieved a grade of "A", 19 percent a grade of "B", and 22 percent a grade of "C". Contrary to the pattern of "below-average" grades in English (7 percent achieved a grade of "D" or below), 17 percent achieved a final course grade of "D" or below in math.

These findings indicate that the Fall 1974 group of entering freshmen may experience difficulty in meeting institutional standards in math during the initial phase of enrollment. The same holds true for English although a higher standard of performance should obtain because of the index of superior achievement in high school.

It has been repeatedly demonstrated that information reported by students relating to achievement does not constitute an acceptable criterion on which to base predictions of academic success. It does, however, provide a good index of motivation toward academic work. One variable--high school scholastic honors--can be used to describe the academic motivation of students prior to their enrollment in college. The data in Table XXVII indicate that 35 percent

Table XXVII. High School Scholastic Honors or Awards Received by Entering Students: Fall Semester 1974

High School Scholastic Honors	SEX						
	Male		Female		Total		(*)
	N	%	N	%	N	%	
None	684	39%	571	32%	1269	36%	(-14)
One or Two	369	21%	370	21%	747	21%	(- 8)
Three or Four	134	8%	145	8%	281	8%	(- 2)
Five or More	66	4%	132	7%	199	6%	(- 1)
Non-Response	486	28%	563	32%	1068	30%	(-19)
Total	1739	-	1781	-	3564	-	(-44)

(*) denotes correction factor for students not indicating a sex designation on the Career Guidance Program

of the first-time students received one or more scholastic honors in high school. If projections of student motivation toward academic work were to be tabulated from findings of this sort, it would hold that one-third of the entering freshmen are prepared to pursue an aggressive program of studies at New York City Community College. This, of course, is not a reasonable conclusion; it will remain the task of future research to determine the relationship between achievement and motivation.

A fifth and final indicator of achievement in this report is termination of study in other institutions. A prominent trend in recent years has been the enrollment of students in two-year colleges following study in other institutions. The reasons for this phenomenon are multiple (i.e., academic problems, part-time employment, proximity to home, family obligations, financial difficulty, etc.). The fact remains, however, that student transfer is on the increase and we know little about students who come to college in this way. The data in Table XXVIII reveal that one percent of the first-time students reported having terminated study in another institution prior to their enrollment in New York City Community College. Although this percentage is extermely small, it is possible that many students chose not to respond to this question because of their desire to minimize ties with other institutions. This is only conjecture, however, and cannot be deduced from the data.

Perceptual-Attitudinal Variables. Research on students' attitudes and beliefs, particularly their importance for understanding individual behavior, has probably generated more interest among faculty

Table XXVIII. Termination of Study at Other Institutions

Termination of Study in Other Institutions	SEX						(*)
	Male		Female		Total		
	N	%	N	%	N	%	
Yes	10	1%	6	-	17	1%	(- 1)
No	1489	86%	1479	83%	2999	84%	(-31)
Non-Response	240	14%	296	17%	548	15%	(-12)
Total	1739	-	1781	-	3564	-	(-44)

(*) denotes correction factor for students not indicating a sex designation on the Career Guidance Program

and administrators than any other topic. College selection is a sifting and weighing process whereby the attitudes students bring with them to campus may shape their relationship with the college environment. Previous research has shown that many students attend two-year colleges because of uncertainty about career interests or advanced study (Knoell and Medsker, 1965; Blocker, Plummer and Richardson, 1965; Cross, 1968; Thurston and O'Banion, 1972). Researchers are in agreement that community college students are more influenced by practical considerations (e.g., location, low cost, nearness to home, etc.) in college selection than their four-year college counterparts. Four-year college students, on the other hand, have been shown to place greater interest on intellectual interests (e.g., scholastic status, characteristics of faculty, academic reputation, etc.) as a primary consideration in college selection.

Table XXIX presents data pertaining to reasons for college attendance among entering students in New York City Community College. Less than one-third(18 percent) of the first-time students indicated "low cost" or"closeness to home" as their primary reasons for attendance. The category of main interest was "strength in intended major" as 34 percent of the students responded to this category. The remaining categories-- "academic reputation,""non-acceptance by first choice" and "impression of campus"--were selected by a small percentage of students as their main reason for attendance.

These results suggest a "career ladder" approach to higher education among entering freshmen. New York City Community College

Table XXIX. Main Reason for Attendance

Reason for Attendance	SEX						
	Male		Female		Total		
	N	%	N	%	N	%	(*)
Inexpensive	103	6%	70	4%	175	5%	(- 2)
Close to Home	160	9%	299	17%	465	13%	(- 6)
Certain of Admission	63	4%	57	3%	122	3%	(- 2)
Friends Attending	15	1%	29	2%	44	1%	(-)
Academic Reputation	102	6%	147	8%	253	7%	(- 4)
Strength in Intended Major	699	40%	512	29%	1220	34%	(- 9)
Impression of Campus and Students	19	1%	36	2%	55	2%	(-)
Not Accepted by First Choice	124	7%	118	7%	248	7%	(- 6)
Contact with Representative from Institution	13	1%	16	1%	29	1%	(- 1)
Other	189	11%	187	10%	379	11%	(- 3)
Non-Response	252	14%	310	17%	574	16%	(-11)
Total	1739	-	1781	-	3564	-	(-44)

(*) denotes correction factor for students not indicating a sex designation on the Career Guidance Program

is the embodiment of what advocates of career education should want. It provides the credential students need for career entry and it seldom costs more to attend than high school. Since the College enrolls 80 percent of its students in occupational programs, it is logical that many freshmen would list "perceived strength in major field" as a primary reason for attendance. A similar condition is probably in effect in the liberal arts program among students who view the College as the first step in preparation for the professions.

Previous research has shown that degree plans held by students are a motivational force underlying college attendance. (Cross, 1968; Trent and Medsker, 1968; Newcomb and Feldman, 1969). Table XXX reports the percentage distribution of degree objectives among students entering New York City Community College during Fall semester 1974. One-third (31 percent) aspired toward a baccalaureate degree or higher; another 35 percent indicated plans to complete a two-year specialized training program; and 4 percent indicated no plans whatsoever. The greatest variation occurred in the associate of arts and baccalaureate degree categories. More women (10 percent) than men (6 percent) indicated plans to obtain the associate in arts degree. This trend was reversed for the baccalaureate degree as men outnumbered women in this category.

These findings emphasize the career education mission of New York City Community College. Occupational programs offered by the College have been widely recognized as a model for the "career education" concept in American higher education. This has led to a natural selection among students into programs that

Table XXX. Degree Objectives of Entering Students: Fall Semester 1974

Degree Objective	SEX						(*)
	Male		Female		Total		
	N	%	N	%	N	%	
No special Plans	91	5%	67	4%	159	4%	(- 1)
One-Year Program	1	-	6	-	7	-	(-)
One-and-One-Half-Year Program	3	-	5	-	8	-	(-)
Two-Year Specialized Training Program	621	36%	622	35%	1256	35%	(-13)
Two-Year Liberal Arts Degree (A.A.)	109	6%	170	10%	281	8%	(- 2)
Four-Year College Degree	370	21%	322	18%	700	20%	(- 8)
Master's Degree	126	7%	107	6%	235	7%	(- 2)
Ph.D., M.D., Other Professional Degree	82	5%	54	3%	139	4%	(- 3)
Other	49	3%	56	3%	107	3%	(- 2)
Non-Response	287	17%	372	21%	672	19%	(- 13)
Total	1739	-	1781	-	3564	-	(- 44)

(*) denotes correction factor for students not indicating a sex designation on the Career Guidance Program

either lead directly to a technical career or culminate in advanced preparation for the professions. The career education mission, whatever its application, guarantees students the opportunity to market technical skills in a variety of fields.

Efforts were made in this study to determine the level of confidence students had in curriculum choices they had made prior to college as well as their personal plans after graduation. The data in Table XXXI reveal that one-half (49 percent) of the first-time students came to college with definite curriculum major in mind. The post-graduate plans of students reflected a similar distribution. as 59 percent maintained a definite plan for work or further study (Table XXXII). Of the total population, 32 percent planned to pursue full-time work while 27 percent planned to transfer to a four-year college. The obvious conclusion is that for many students, college attendance is simply a means for achieving pre-planned goals. Much time is spent off campus and interaction is primarily with referents in the family and community. College faculty and administrators are likely to have a limited span of influence over the educational and career plans of entering students.

The transfer plans of students are of interest in this report because of the continuing debate over the "real" educational mission of the two-year college. Is it primarily a transfer institution or is it an agency for career preparation? The data in Table XXXIII reveal that 41 percent of first-time students in New York City Community College have selected a major field curriculum for transfer into a four-year college. The distribution of curriculum choices is as

Table XXXI. Level of Confidence in Choice of Curriculum

Level of Confidence	SEX						(*)
	Male		Female		Total		
	N	%	N	%	N	%	
Definite	870	50%	862	48%	1749	49%	(-17)
Fairly Definite. Subject to Change	548	32%	506	28%	1068	30%	(-14)
Indefinite	91	5%	108	6%	200	6%	(- 1)
Non-Response	230	13%	305	17%	547	15%	(-12)
Total	1739	-	1781	-	3564	-	(-44)

(*) denotes correction factor for students not indicating a sex designation on the Career Guidance Program

Table XXXII. Immediate Plans After Completion of Studies

Immediate Plans	SEX						
	Male		Female		Total		
	N	%	N	%	N	%	(*)
Transfer to Four-Year College	529	30%	436	24%	977	27%	(-12)
Full-Time Work	483	28%	656	37%	1149	32%	(-10)
Military Service	18	1%	5	-	23	1%	(-)
Undecided	451	26%	359	20%	820	23%	(-10)
Other	26	1%	27	2%	53	1%	(-)
Non-Response	232	13%	298	17%	542	15%	(-12)
Total	1739	-	1781	-	3564	-	(-44)

(*) denotes correction factor for students no indicating a sex designation on the Career Guidance Program

Table XXXIII. Major Field of Study Planned for Transfer to a Four Year Institution

Major Field of Transfer	SEX						(*)
	Male		Female		Total		
	N	%	N	%	N	%	
Biological or Health Sciences	98	6%	267	15%	370	10%	(- 5)
Physical Science or Mathematics	24	1%	12	1%	36	1%	(-)
Social Science	40	2%	71	4%	112	3%	(- 1)
Humanities or Fine Arts	47	3%	33	2%	80	2%	(-)
Education	40	2%	114	6%	155	4%	(- 1)
Business	86	5%	139	8%	228	6%	(- 3)
Engineering	323	19%			325	9%	(- 2)
Other	163	9%	63	4%	229	6%	(- 3)
Undecided	269	15%	236	13%	511	14%	(- 6)
Do Not Plan to Transfer	333	19%	448	25%	790	22%	(- 9)
Non-Response	316	18%	393	22%	728	20%	(-14)
Total	1739	-	1781	-	3564	-	(-44)

(*) denotes correction factor for students not indicating a sex designation on the Career Guidance Program

follows: Biological and Physical Science--11 percent, Social Science and Education--7 percent, Humanities--2 percent, Business--6 percent, Engineering--9 percent, and Other--6 percent.

Several differences are observed between male and female students. Men are apt to enter technical fields such as engineering and electronics whereas women are likely to enter Allied Health fields (Nursing, Dental Technology, Medical Lab Technology, etc.) and education. These findings closely parallel national data pertaining to the distribution of students within curriculum fields (Cross, 1968; Trent and Medsker, 1969; Newcomb and Feldman, 1969). The research indicates that curriculum choice is linked to sex and a natural process of selection occurs as women enter "feminine" occupations and men enter "masculine" occupations.

Performance in college and motivation toward advanced study are factors that have an important effect on student perceptions of the importance of grades. Although college grades are highly correlated with native ability, the motivation to succeed must be present if students are to meet institutional standards. Table XXXIV presents data pertaining to perceptions of grades held by entering students. Almost three-quarters (72 percent) felt that grades were important, 11 percent indicated "no importance" or "moderate importance" and 18 percent indicated "no response" to the item. With the majority of responses falling into the "very important" category, two conclusions would seem to obtain: 1) entering freshmen recognize that good grades are essential to attainment of economic rewards in American society and 2) a norm of "contest mobility" has

Table XXXIV. Perceived Importance of Grades in College

Perceived Importance of Grades	SEX						(*)
	Male		Female		Total		
	N	%	N	%	N	%	
Not Important	19	1%	5	-	25	1%	(- 1)
Moderately Important	241	14%	102	6%	343	10%	(-)
Quite Important	446	26%	431	24%	885	25%	(- 8)
Very Important	747	43%	900	51%	1669	47%	(-22)
Non-Response	286	16%	343	19%	642	18%	(-13)
Total	1739	-	1781	-	3564	-	(-44)

(*) denotes correction factor for students not indicating a sex designation on the Career Guidance Program

developed whereby superior achievement has become a dominant theme in the relationship between students and their college environment.

Several other factors relating to the attitudinal side of college life are considered in this report. Student needs for assistance in improving reading skills; developing study techniques; locating employment; establishing a residence; qualifying for financial aid; and receiving educational, vocational and personal counseling are reported in Tables XXXV through XXXXI. Approximately half of the entering freshmen indicated a need for assistance in five of these areas: "reading", "study techniques", "employment", "financial aid", and "educational and vocational counseling". This pattern was reversed for "housing" and "personal counseling" as less than half of the freshmen indicated a need for assistance.

It is surprising to note the willingness of students to indicate their "needs for assistance" on a standardized research instrument. The advent of open admissions in New York City Community College has brought many new types of students and a number of new challenges to the College. One challenge is the movement toward non-continuous education among college age youth. The findings obtained in this study pertaining to the future enrollment plans of students after completion of Fall semester study underscore the significance of this trend. Two-thirds (69 percent) of the entering freshmen indicated plans to return for full-time study during Spring semester; eight percent indicated plans that varied between half-time and three-quarter time enrollment; and 24 percent planned to enroll quarter-time or did not respond to the question (Table XXXXII).

Table XXXV. Need for Assistance in Reading

Require Assistance	SEX						
	Male		Female		Total		
	N	%	N	%	N	%	(*)
Yes	730	42%	749	42%	1494	42%	(-15)
No	652	37%	595	33%	1257	35%	(-10)
Non-Response	357	21%	437	25%	813	23%	(-19)
Total	1739	-	1781	-	3564	-	(-44)

(*) denotes correction factor for students no indicating a sex designation on the Career Guidance Program

Table XXXVI. Need for Assistance in Developing Study Techniques

Require Assistance	SEX						
	Male		Female		Total		
	N	%	N	%	N	%	(*)
Yes	854	49%	866	49%	1740	49%	(-20)
No	508	29%	461	26%	976	27%	(- 7)
Non-Response	377	22%	454	25%	848	24%	(-17)
Total	1739	-	1781	-	3564	-	(-44)

(*) denotes correction factor for students not indicating a sex designation on the Career Guidance Program

Table XXXVII. Need for Assistance in Finding Employment

Require Assistance	SEX						
	Male		Female		Total		
	N	%	N	%	N	%	(*)
Yes	959	55%	885	50%	1861	52%	(-17)
No	411	24%	429	24%	848	24%	(- 8)
Non-Response	369	21%	467	26%	855	24%	(-19)
Total	1739	-	1781	-	3564	-	(-44)

(*) denotes correction factor for students not indicating a sex designation on the Career Guidance Program

Table XXXVIII.Need for Assistance in Locating Housing

Require Assistance	SEX						
	Male		Female		Total		
	N	%	N	%	N	%	(*)
Yes	159	9%	160	9%	320	9%	(- 1)
No	1192	69%	1134	64%	2348	66%	(-22)
Non-Response	388	22%	487	27%	896	25%	(-21)
Total	1739	-	1781	-	3564	-	(-44)

(*) denotes correction factor for students not indicating a sex designation on the Career Guidance Program

Table XXXIX. Need for Financial Aid

Require Financial Aid	SEX						(*)
	Male		Female		Total		
	N	%	N	%	N	%	
Yes	887	51%	957	54%	1867	52%	(-23)
No	480	28%	381	21%	864	24%	(- 3)
Non-Response	372	21%	443	25%	833	23%	(-18)
Total	1739	-	1781	-	3564	-	(-44)

(*) denotes correction factor for students not indicating a sex designation on the Career Guidance Program

Table XXXX. Need for Educational and Vocational Counseling

Require Counseling	SEX						
	Male		SE	Female		Total		
	N	%		N	%	N	%	(*)
Yes	954	55%		954	54%	1931	54%	(-23)
No	379	22%		346	19%	729	20%	(- 4)
Non-Response	406	23%		481	27%	904	25%	(-17)
Total	1739	-		1781	-	3564	-	(-44)

(*) denotes correction factor for students not indicating a sex designation on the Career Guidance Program

Table XXXXI. Need for Personal Counseling

Require Counseling	SEX						
	Male		Female		Total		(*)
	N	%	N	%	N	%	
Yes	276	16%	289	16%	571	16%	(- 6)
No	1038	60%	969	54%	2027	57%	(-20)
Non-Response	425	24%	523	29%	966	27%	(-18)
Total	1739	-	1781	-	3564	-	(-44)

(*) denotes correction factor for students not indicating a sex designation on the Career Guidance Program

Table XXXXII. Future Enrollment Plans of Entering Students: Fall Semester 1974

Plans to Return	SEX						
	Male		Female		Total		
	N	%	N	%	N	%	(*)
Full-Time	1273	73%	1159	65%	2455	69%	(-23)
Three-Quarters Time	43	2%	48	3%	93	3%	(- 2)
One-Half Time	78	4%	113	6%	193	5%	(- 2)
One-Quarter Time or Less	21	1%	34	2%	55	2%	(-)
Non-Response	324	19%	427	24%	768	22%	(-17)
Total	1739	-	1781	-	3564	-	(-44)

(*) denotes correction factor for students not indicating a sex designation on the Career Guidance Program

There was surprisingly little variation between male and female students except in the "full-time" and "non-response" categories. Women were more uncertain of their future plans and indicated a lower probability of return for full-time study; men were more certain of their overall plans. Although the reasons for this finding cannot be deduced from the data, it is probable that many factors involved in student enrollment plans are beyond college control and will require additional research if faculty and administrators are to understand the dynamics of non-continuous enrollment.

Summary and Conclusions

A comparison of the entering freshmen class with selective national norms for 1974 entering freshmen reveals some interesting differences. The first-time student population in a national cross-section of two-year colleges includes more recent graduates of high school than is characteristic of New York City Community College. Additionally, many more freshmen are single and financially dependent on parents. This trend is reversed for regional college freshmen as approximately one out of five live apart from parents and earn their own livelihood.

The distribution of students within racial and ethnic categories in New York City Community College differs markedly from the national pattern. One-half of the entering student population is of minority derivation while the national average is 12 percent. There is a strong similarity in the distribution of parental occupations for regional and national freshmen as one-third come from families with

parents employed in unskilled, semi-skilled and service occupations. Differentials are observed in the distribution of family income and parental education levels for regional and national freshmen. First-time students entering New York City Community College are more heavily represented in the lower categories of educational attainment and family income than are students in the national sample.

These findings point to the non-traditional enrollment mix in New York City Community College. Many students choose to delay their enrollment in favor of full-time employment and therefore bring a more mature outlook to the College. For this group, college attendance is often a secondary life pursuit. Approximately 75 percent of the entering freshmen planned to work or were actually engaged in work while attending college. This finding, either because of financial reasons or career interests, is indicative of the need of many students to engage in career related work during college.

A comparison of the reasons for college attendance among entering students in New York City Community College and the national sample of freshmen indicates that regional students are more apt to attend college for reasons of "academic reputation" or "program quality." National freshmen are more heavily represented in the "low cost" or "nearness to home" categories . The distribution of students in major fields within the College supports this conclusion. Almost three-quarters of the first-time students chose to major in occupational curricula; the trend for the national sample is different as one-half of the students selected a major field in an occupational subject area. These data would seem to suggest that

regional students hold career concerns (e.g., occupational goals, career education, curricula offerings, etc.) as the major criteria for selection of college. It is this finding which most clearly separates New York City Community College from other two-year colleges in the United States and provides it a distinctive place in American higher education.

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